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ABSTRACT

This proceedings for a conference on options for women within the community college setting includes the texts of the keynote address and six workshop presentations, a workshop summary sample, a copy of the conference evaluation instrument and evaluation results, the agenda, and a list of conference participants. In the keynote address, entitled "Community College Women: A Golden Opportunity," Carol Eliason discusses women students and staff at ten representative two-year colleges in regionally dispersed areas. Workshop presentations include: "Non-Traditional Roles for Women" by Joy R. Hughes; "Support Systems for Women: A Group Presentation" by five women representing five Maryland institutions including an extensive resource list covering life and career planning, family/school/career conflicts, self image, career exploration, financial aid, job searching, and occupational interest testing; "Make Whole the College: Fostering Women's Awareness in Higher Education" by Michael H. Parsons; "Evaluating Programs for Adult Women in Community Colleges" by Amy D. Rose; "Funding Opportunities: Maryland State Department of Education Division of Vocational-Technical Education" by Marie Tarbell; and "A Statement on Options for Women" by Gloria H. Terwilliger. (TR)

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A WOMAN'S PLACE IS EVERYWHERE

"A Working Conference On Options For Women"

Sponsored By

Hagerstown Junior College
in cooperation with
Maryland State Board of Community Colleges
and
American Association of
Community and Junior Colleges

October 1977

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Introduction

Recently, a quiet revolution has emerged in America. Women are streaming into the labor market at an unprecedented rate. Further, women are seeking access to jobs long considered the exclusive province of men. One result of the change in vocational goals is an increasing need for training, counseling, and career placement.

The two-year college has become the focal point for women seeking access to careers. The reasons are obvious; two-year colleges are convenient, they are inexpensive, and they concentrate on career preparation. However, most two-year colleges are ill-prepared to provide the services required by the women seeking career access.

The purpose of the working conference held at Hagerstown Junior College on October 21, 1977, was to share strategies that have proven successful in assisting women in fulfilling their career goals. Presenters, drawn from four states and the District of Columbia, interacted with participants from across the mid-Atlantic region. The exchange of ideas was the most valuable aspect of the conference. You are invited to peruse the presentations herein contained to garner those ideas which are relevant to your situation and needs.

Marie E. Nowakowski

Dr. Marie E. Nowakowski
Director of Counseling

Michael H. Parsons

Dr. Michael H. Parsons
Assoc. Dean - Instructional Affairs

CONFERENCE CO-DIRECTORS

COMMUNITY COLLEGE WOMEN:
A GOLDEN OPPORTUNITY

Carol Eliason, Director
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Washington, D.C.

Background

About four years ago, a group of very brave women met and decided that they wanted to find out more about the women students and the women staff at two-year colleges. These women were meeting at a conference in California and most of them therefore were western women. They decided that if they were to have any real impact on their own institutions in their own communities, they needed to have good accurate current data. Thus, they delegated a very dynamic woman at San Francisco College, Eileen Rossi, to work with a very lovely woman who spent many years with the AACJC's Clair Olson, formerly of the Federal Affairs Staff. The two of them worked diligently on the preparation of a grant proposal.

Their proposal was marketed to a number of federal and private agencies. Carnegie Corporation of New York in June, 1977 voted $100,300 to conduct a nationwide study focusing on the women who are trained by two-year colleges in large numbers. The numbers increase each year. We are now at the point where women in many states outnumber the men. We are passed the two-million mark of those enrolled in credit programs. In the non-credit programs - the numbers are so astronomical nobody really has an accurate figure because states collect data in so many different ways. The Carnegie proposal, outlined certain areas of information they very much wanted to collect. We knew that this was a once in a lifetime opportunity. We developed a model for data collection that some people would liken to a dragnet. We gathered data not only concerning women students but also on those who serve them.

Who Are Community College Women?

Who are the women who are returning to two-year colleges? We selected ten representative two-year colleges in regionally dispersed areas that represented the various management models we have in two-year colleges. Thus, there is a State Technical Institute; a college in a multi-college district; one college with multi-campuses and one that's primarily a store front operation. There is one that is in a state that is undergoing tremendous economic pressures to limit state subsidies. There is one college that is private. There is one that's rural. There are several that are urban and surburban. We have tried to find how these institutions serve the women who are enrolled. We designed a plan whereby we would spend four days and four nights at each of these institutions after having developed a vast amount of data for us before we arrived there.

We started with the president and interviewed the people in charge of the Academic Affairs. We interviewed as many people who were involved in student support services as well as counselors and faculty. We then delivered a survey instrument to classrooms randomly selected. The instrument asked about 40 different questions of male and female students. We visited classrooms both where it was traditional for women to be and where it was non-traditional for a woman to be.

Our interviewers had the experience of crawling over, under, down, below, up and above heavy equipment in diesel mechanic shops and welding labs as well as sitting in the comfortable atmosphere of women's study courses.

We found out that we are currently serving two distinct cohorts for women. In the national sample we have the answers to the survey instruments from 11,066 women and 12,030 males. About 60% of the national sample, are between 16 and 21, more typi-

cally single, still living at home or in close proximity to family and living by the mores of family. The over 21 sample now numbers 40% of females enrolled. These adult women are representative of the one part of higher education that continues to grow by leaps and bounds. The adult part-time learner is someone we need to know a great deal more about and in some of the sessions today you'll have a chance to learn about the Columbia University study dealing with community services and non-credit work through 2 and 4 year institutions. Eighty percent of the women in the study have completed high school. Of that group 12% had a Bachelor Degree or more. We discovered that 84.4% of them were white, 9.3% were black and 6.4% were other. We made arrangements on each of the 10 campuses visited to orally interview women students. We have in our files 400 oral interviews. This group ranges in age from a single parent of 15 to a dowdy greatgrandmother of 77. They are black, white, brown, able, handicapped, halt, lame, blind and very, very strong. They are delightful - those oral interviews read a cross between Ann Landers and the Oracle of the East. They are such a valiant group of women. They have overcome many, many kinds of obstacles. It was because of a concern for these obstacles that frequently are unmet that I asked the National Advisory Council to help us gather more data about displaced homemakers, single parents and older women.[1]

One of the keys to understanding all the other things that we found out is to review the women's reasons for attending college. Forty-one percent of the sample were full and part-time students who were there to gain skills and credentials to immediately enter the labor force upon completion of their certificate or degree program. Another 23% were there to gain skills and credentials to transfer to another institution. Twenty-five point six told us that they were there to get general knowledge. General knowledge was defined in the oral interviews in several distinct ways. Frequently this was the woman who had not decided "just where I'm going to go, inside my head I want to grow, but I'm not sure how". It is among this population that we have a great deal to do in terms of helping them come to focus their lives on positive change as opposed to negative change. An additional 10% listed their reason for coming as 'other'. Among the oral responses in the 'other' category were: "to escape boredom of soap operas at home", "to find the real me", "to meet people and have something to think about besides my loneliness because of death, desertion, divorce or the emptiness". That tells it all, we are serving a broad spectrum of people and therefore, we need diverse approaches to meeting their needs.

One of the best kept secrets in higher education today is that these female enrollments can be translated into good, solid FTE's (full-time enrollments) and good solid dollars. But its going to take some different strategies than we had in the big, booming Veterans era. This means that we've got to take a look at a number of basic ways we treat them. They need a different brand of tender loving care. It need not be expensive, but it is going to mean that we are going to have to rethink many of the strategies we've held and cherished in the past.

We asked the women questions about their work experience prior to coming to college and we asked them questions about their current work status. We discovered for example, 54.4% are currently employed, and 1/3 are currently working full-time while juggling home and school experiences and another 2/3 are working part-time.

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[1] A report on the educational needs of these groups of neglected women will be published in the Spring of 1978.

If you are in the counseling role, one of the things that need to be dealt with is the reality of trying to carry a full class load with all of those labs, while working and while holding the home together. In terms of prior high school experience, the women were most often from college prep and general studies background. Their awareness of what career options were open to them was very limited. We asked the women for example, "How did you decide to pick a particular curriculum". We found in the national sample that less that 10% of them had ever had any kind of vocational testing. Their view of high school counseling was either absent or negative. They were very specific in the oral interviews about what abuses they have suffered. We have asked them what role their family has played in their career choice. Among the over 21 group, the family had a very small role. If the woman was enrolled in what we've come to call a non-traditional occupation, our study concurs with the findings of Roslyn Kain in the post-secondary vocational study she did a year ago, in which she stated non-traditional women have made career choices based on strong allegiance to either an older brother, a father, or a male teacher in high school. This woman knew what her career goals were and she needed some specific help to survive, but she did not need assertiveness. Women that have chosen neutral occupations that are emerging but where you do not typically have heavy physical labor required such as drafting, real estate, insurance or management of data processing frequently cited a woman had been their mentor or role model. Not necessarily a teacher, but someone that they had encountered in the community or in the world of work. Women enrolled in traditional occupational programs almost universally cited their mother or female teacher as having guided them into their choice of occupation. We asked questions in the survey about their mother's and father's educational background and their work status. Mothers of the traditional women seldom had a non-traditional occupation and seldom had any real awareness that a woman's place could be in a non-traditional role. We asked the women about their career expectations. Most traditional women were unrealistic, 33.5% of the women expected to move into profession or technical careers, 17.6% in clerical, 5.7% into service, 1.0% into sales and about 37% planned either to return to homemakers or planned to go into being a student for a period of time. We found that 18% of the total national sample were in non-traditional programs. Their expectations of finding management jobs and high level, white collar occupations was unrealistic. We do these women a disservice in continuing to encourage them in large numbers to go into lower paying occupational programs. Take a look at what the economic status of the American family is and what the projections of the Department of Labor are about the family's needs. Over and over the women cited to us that a family of four in a urban area cannot survive on a single male income of $15,000 a year. Over and over again, women who were single heads of household said "the temptation to go on AFDC (aid to families with dependent children) is great because I can do better with the addition of health care and food stamps. "As a waitress in McDonald's or as a clerk in a store or as a secretary I lose services and income." We need to rethink what we say to women in admissions counseling. We need to increase the numbers of them who have access to interest and aptitude testing. I'm not talking just about paper testing. The utilization of skills labs such as Singer and one or two of the others, test for hand and eye control, test for the ability to do simple measurements, test for a number of other skills indications can open point to many additional career options. Counseling must guard against sex bias and sex role stereotyping.

We need to do a better job with outreach. Outreach means different things in different communities. But to sit on our comfortable campuses and presume that

every woman in the community who needs us is going to turn to us automatically just isn't necessarily true my friends. Some colleges have gotten in the business of working with Manpower Councils, working with CETA, working with volunteering agencies, working with church groups, working with employers who have women who are under-employed. At those institutions not only have enrollments risen but the female contribution to the tax base in that community has made a sharp rise. Any taxpayer can be proud if you can produce women who do have the skills to stay off of welfare and who can make a tax contribution and through self pride development can develop a sense of self worth.

We need a one stop admissions process. In a single site CLEP; GED, credit for life experience can speed many of their way to labor force entry. The women told us such horror stories as "I went up to that college. I took a long look at the registration line and I went home again." I became an advocate of 'gate keeper training' for whoever answers the telephone at some institutions because over and over again women interviewed said, "why are they so nasty to us, don't they really want us there?"

There needs to be a review of what's happening in your placement office, because the women repeatedly told us that they did not find their part-time employment through the placement office. The struggle to survive in school many times depends upon wellpaying part-time employment related to career choice. In middle class communities I had people say we have women who come whose husbands make between $20-30,000 a year but they seem to drop out sometimes claiming that they don't have the money to go to school. The harsh reality of it all is that no matter what the economic strata is, a family may not be supportive of the female attending school. We need to increase the quantity and quality financial aid to part-time students. The federal guidelines say financial aid should be available to anyone who takes 6 or more credit hours. But in reality, many institutions do not administer financial aid to anyone that is not a full-time student. Local businesses and unions as well as club groups need to be contacted for aid.

Increasingly women are starting as part-time students. Thus, many colleges do not really make counseling, admissions, testing, and financial aid a known factor to these part-time students. They come in, they take a course and disappear. We need to do a public relations campaign to make sure that all part-time adult learners know what services we have, what kinds of resources we have to help them with their life changes. For example, in the national sample we found that part-time students frequently did not know about learning resource centers, developmental math, or vocational testing. They did not know the basic tools that we have or that the college had a commitment to the adult learner.

Last winter over several weekends, three very valiant people from our staff worked very long and hard reviewing the 1200 two-year college catalogues in the AACJC library for sex bias. We looked at photographs of women, statements about financial aid counseling, vocational testing, curricula, etc. Although we have been mandated by law since the Educational Amendments of 1972 to erase sex bias in our publications, there has been little improvement. We don't solve the problem by removing all pictures in the catalogues to reduce their sex bias. Women need images of other women. Let's show women in active roles. The pictures of women in catalogues were in passive, low paying roles. The language in program descriptions should relate to area affirmative action hiring programs.

Large numbers of women dropped out early in their high school careers from math courses. Math and science are very definite screening agents for entry into better paying occupational programs. One of the things that needs to be well stated in outreach and recruitment programs is that community colleges do have resources to assist women with developmental needs.

One of the most dynamic programs that I've seen around the country was in Florida where women who had the previous year mastered the basic math skills, were working on work-study as peer tutors to other women who were coming in this year. The success record was fantastic. We need to take a look at the traditional curriculum. Let's take a look at what needs to be changed about curricula. We found that where colleges have added options to make up for prior deficiencies, we are able to recruit, sustain and graduate larger numbers of women. One of the Oregon community colleges has added a 1-10 credit option called Introduction to Technology. It can be tailored to the particular technology that the woman chooses. And it makes up for the fact that very few women have ever had shop courses in high school. This particular community college has developed this introductory to give students 'hands on' experience with basic tools. For the woman who is exploring career choices, sometimes some very exciting things happen in those labs. Other curricula changes need to be made. Sometimes it's merely the suggestion in a particular program that you add as electives certain items that will give females upward mobility. For example, in interviewing secretarial science students, those who were currently working were frustrated that their particular colleges did not encourage them to take such potentially upwardly mobile courses such as accounting, principles of business management, personnel, insurance, real estate, etc. They were locked into the basic skills courses. In many colleges departmental exams to validate that they can type "X" number of words a minute were absent. They still had to take four semesters of typing. That's a dull, boring way to start a career. We were fascinated to see at least one of the colleges in the study recognize that some women do want to go into the office management field and do have some individual skills from prior work and educational experiences. Curricula at this college has been modified to provide for individualized learning contracts. On any Monday, a student may start her contract. Ten contract hours are equated to one credit hour. Fifty contract hours are considered to cover mastery of any machine or process. A person may complete his/her contract in nine weeks. Machines ranging from simple adding machines and typewriters to complicated word processing consoles and table top computers are available.

Individualized take-home courses are much in demand by women who need to juggle home, work and school responsibilities. Nearby examples to consider are Northern Virginia Community College's Extended Learning Institute and Northampton of Pennsylvania's College At Home Program.

Women need to obtain marketable skills as well as credentials while training. A diploma is not enough today. Coop; work-study; and Apprenticeship options need to be expanded to provide current career related experience that will strengthen her resume and booster her job search. To improve job access many colleges need to upgrade community business contacts. All too frequently the advisory committees are all male and not in tune with recent developments in affirmative action and/or technology. Marketing programs for women graduates are just beginning to take shape across the U.S. Successful models build on strong contacts with unions, growth industries and business strongly committed to affirmative action.

Our study also examined the decision-making process currently in effect in two-year institutions. We were concerned with who makes the key policy decisions affecting women students. Major policy decisions are still primarily in the hands of male dominated trustee boards and administrations. Of 5,000 trustees, only a little over 600 are women. Of 1200 two-year colleges, there are only nine women presidents in the public sector of two-year colleges and twenty-nine in the private sector. To achieve needed policy changes requires that strong alliances be developed between males and females committed to assisting women to achieve economic equity through educational equity. It is an attainable goal if each of you join hands in this time of A GOLDEN OPPORTUNITY. I hope you accept the challenge.

NON-TRADITIONAL ROLES FOR WOMEN

Joy R. Hughes
Director of Educational Development and Evaluation
Burlington County College
Pemberton, New Jersey

Two cyclists race on a circular track. Jones can ride once round the track in six minutes and Brown in four minutes. In how many minutes will Brown overtake Jones?

If problems like this cause your eyes to glaze and your palms to sweat, you are probably a woman. This aversion to numbers or math anxiety as its often called is one reason that at schools like Berkeley 57 percent of entering males have taken four years of high school math while only 8 percent of the females had.

This means that 92% of the women entering Berkeley did not have the prerequisite background for 15 of the 20 academic majors. That is, 92% of the women were channeled into the 5 majors with no math requirement: Humanities, Music, Social Work, Elementary Ed., Guidance and Counseling.

It may not have seemed important or perhaps it even seemed cute at the time that so many of our little Suzies or Janeys just didn't have a "head for figures" but the consequences of math avoidance aren't cute at all; there are just very few graduate degrees or high paying jobs open to people who don't have a head for figures. Advanced work in Social Science requires competency in statistics, upper level management must converse with and about computers and almost every administrative job worth its salt involves budgets, trends and taxes.

Area	1974 Monthly Starting Salaries	% Females Employed
Engineering*	1150	5.3
Computer Science*	1021	20
Accounting*	1003	26
Social Sciences**	763	39.4
Humanities	683	41.4
Social Work	603	79.2

I spent a year as a teaching assistant in the Statistics and Measurement Department at Rutgers, Graduate School of Education; my clients were female teachers with at least a Bachelor's degree who could not go any further educationally unless they passed that dreaded Statistics Course. These were intelligent, capable women yet they gazed at a linear equation with the same bewilderment and dread as I gaze on an unexpectedly flat tire on a dark deserted road.

I wondered at the time and still do, what caused these women to fear 9th grade algebra so. One woman told me that she had always known she was no good at math and had thus arranged her education and her work so that her ignorance would never be exposed. She even managed to get a Masters degree. She viewed the statistics course as retribution for pretending to be smart and so successfully fooling everyone.

* Not open to Berkeley women.
** Advanced work not open to Berkeley women.

This tendency to consider oneself stupid for failing to do Math is very often present in women. John Ernest reported in the brochure "Math and Sex" that females who fail a Math Exam blame their own lack of ability while males in the same situation claim they just should have put more work into it.

There are several hypotheses, none of them established yet, to explain why, by the age of 17, females have fallen far below males in math achievement even though they were equal at age 9.

Some people believe that the cause is cultural; i.e. in our culture the daddy is responsible for the money and the little woman is supposed to be too dumb to understand the complexities of arithmetic. Their daughter is not expected to achieve in math class either nor can she turn to her mother for help with her algebra homework.

Others believe that female students fall behind male students in mathematics because the ability to do math beyond the level of arithmetic is correlated with the ability to do spatial relations. Males do much better on spatial relations tests; probably because so much of their childhood playtime is occupied with taking things apart and putting them back together. No matter what the cause, the effects are cumulative since the less well women do in math, the more likely they are to avoid taking math courses and the further behind they fall.

Women mathematicians and psychologists have joined forces to assist other women who suffer from math avoidance or full-blown math anxiety. At one clinic at Wesleyan University in Connecticut, where the emphasis is on problem solving techniques and confidence building, many women are learning to do well in Math.

Another approach to alleviating women's math anxiety is taken at Mills College in Oakland, California. In a pre-calculus workshop women students have an opportunity to develop their spatial relations ability. They thus acquire the entry level competencies needed for success in Calculus.

Oddly enough, considering the paucity of women with a strong math background, the non-traditional career I'm here to discuss today is not that of Math teacher. In keeping with the maxim "The lower the pay, the more women employees." Most women who are strong in math become high school mathematics teachers. In fact, 49% of such teachers are women. The men, though, go into such high paying fields as Acturial Science (salaries in excess of $35,000 per annum), Computer Science, Operations Research, Engineering, etc. I've heard many women say that these fields are cold, not people-oriented and dehumanizing. I'm one of those women. I spent 4 years in Rutgers Graduate School wrestling with non-commutative ring theory and teaching Freshmen Calculus before I acknowledged those feelings and burst loose searching for a people-centered quantitative field. My search led me into measurement and evaluation.

Let me tell you, this isn't work, it's fun! Why be one of a million female high school algebra teachers when you can be the only woman Director of Educational Development and Evaluation? And what does a Director of Educational Development and Evaluation do, you may wonder.

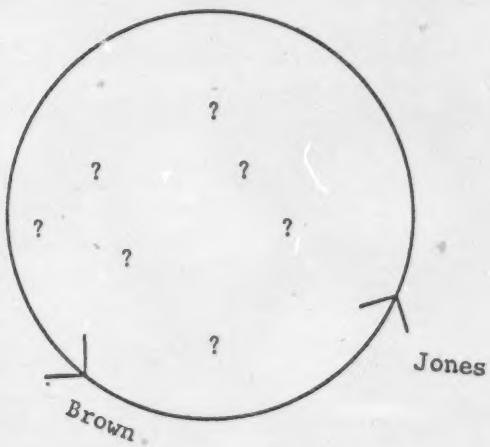
Well, she:

a. develops a placement testing system for entering freshmen to reduce student frustration and faculty despair.
b. advises faculty who are writing thesis, studying for their orals, planning a survey, etc.
c. supervises the Test Center.
d. assists faculty in the creation of reliable and valid tests.
e. validates the instructional effectiveness of courses.
f. serves as the campus expert on such topics as grading, testing, exit competencies, and process, product and program evaluation.

As you can see, this is a very people-centered job. Measurement and evaluation are touchy, anxiety enveloped topics to faculty and students. As such, the practitioner needs tact and sensitivity as well as quantitative skills. That's why the field is ideal for women.

The measurement field requires no more mathematical ability than that possessed by your average high school math teacher. For example, one year of calculus is all the math needed to enroll in the measurement doctoral program at Rutgers. This field is not just restricted to the young, either, I began my studies in the Spring of 1975 when I was 37 years old.

Let's see, that means I'm now...years old - don't bother to figure it out; let's go back to the problem of the cyclists, Jones and Brown.



ANSWER
Twelve Minutes = (6 x 2) = (4 x 3)

SUPPORT SYSTEMS FOR WOMEN:
A GROUP PRESENTATION

Dixie Miller
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Helen Cohen, Counselor
Catonsville Community College
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Frederick, Maryland

This discussion concentrated on the various services available to women as they plan to enter the job market, to begin or return to college, or, in general, as they seek to enhance or develop those skills which will strengthen their role in the greater community.

Dixie Miller
Director, Continuing Education
Hood College
Frederick, Maryland 21701

Hood is a small, private liberal arts college for women. A few years ago, caught in the crunch of budgetary fluctuations, the institution began to emphasize the recruitment, education and service to women older than the traditional college age student. Some of the ideas and services which have proved helpful are mentioned here.

1. Simplify the Admissions Blank and Admissions Procedure

   Hood has a separate admissions form for the continuing education student (anyone over 23 years of age). It is much simpler and not filled with the threatening items, e.g., SAT scores. Admissions requirements have been tailored for this group and every attempt is made to evaluate previous college credits, when applicable. The theme in this case is "don't kill credits."

2. Provide a Place For the Adult Learner

   Hood has a lounge for the continuing education students which resembles a comfortable living room. The office of the director is housed in the same facility.

3. Try the "Preview Privilege" For Courses

   The student pays the audit fee for the course and remains in this status for the first seven weeks of the semester. At that point, she may elect to remain in the audit status, drop out of the course, or change to credit status.

4. Provide Role Models For These Students

   Hood strongly encourages its female faculty and staff to become more involved in community causes and activities.

5. Provide Financial Aid For This Group

   It is unfair to assume that these students have the financial means to finance their education. This is often not the case. At Hood 62% of the continuing education students are on some type of financial aid. There is also a special fund for the part-time students.

   In summary, the adult student has needs that are uniquely hers and every attempt should be made to surface and meet those needs.

Phyllis Jacobi
CETA Storefront
63 East Franklin Street
Hagerstown, Maryland 21740

The women who are the clients of the CETA Storefront are often individuals who have never been employed or, in some cases, have been let go from jobs which have specific non-transferrable skill requirements. The education of these women is minimal and their level of self-assurance needs definition.

Upon referral (self or agency) to the storefront, the women may be tutored for GED Testing, tested for aptitudes and interests, led through a series of job-interview role-playing tasks and with the help of CETA staff members begin to develop a stronger sense of self.

With the present influx of Federal Funding into CETA and other Manpower Projects, it is worth the effort of educational institutions to dialogue with staff of these resources to provide comprehensive education and training for an increasing number of adults.

Helen Cohen, Counselor
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An awareness of the needs of women erupted in Carroll County in the Spring of 1977. I believe that the beginnings of the Carroll County Branch of Catonsville Community College had much to do with this burst of female energy - for the college provided an atmosphere of support.

New Directions for Women from Baltimore had only about 5 registrations one week before their planned workshop was to begin at the College. However, two days before the first meeting, an article appeared in the Carroll County Times and forty women - many of whom would have insisted that they could not get out of the house on such short notice - appeared in the overcrowded library of the Community College for that meeting.

A questionnaire concerning the needs of women was distributed at the County Spring Fair, resulting in a response from about fifty women. In addition, a group of Carroll Countians was gathering, also at the college, to form a Women's Commission, supported by the Maryland Commission on Women.

At the college we were discussing the possibilities for child care, and meeting with women in individual counseling sessions who were experiencing unique situations as adult students. Also, at the college, we were running a workshop entitled "Women in Transition", which was attracting people from the community who were interested in women's issues. We planned to meet weekly in March for three sessions only - but we finally terminated the group when summer vacation arrived! Yes! a women's center was needed in Carroll County.

With the support of the Community College, a grant proposal was formulated quite hastily last spring. Through the activities mentioned above, a need for the Center

was demonstrated. The WIT (Women in Transition) workshop formed the basis for the grant. This was set up for the purpose of providing workshops for women returning to school or work through discussions of the following:

1. Role Changes and Crisis Points in Adult Development
2. Specific Problems, e.g., Time Management
3. Changing Family Relationships
4. Low Self-Confidence and Risk-Taking Behaviors
5. Particular Concerns of the Single-Again Woman
6. Control of the Future Through Effective Goal Planning

Various exercises such as the Homes and Rahe Social Readjustment Scale to measure stress, the revised Rotter Scale to determine inner directedness vs. outer directedness, some value clarification, and goal-planning activities were included in the workshop. Individual counseling was also a main provision of the grant. Cooperation with existing groups in the county was stressed so that services would not be duplicated, with the intention of providing a referral service.

In late spring, we were awarded CETA Funds totalling approximately $25,000 for salaries, supplies and equipment to open the first Women's Center in Carroll County. Early in August, we opened our doors with four personnel: a coordinator/counselor, senior peer counselor, administrative assistant and a clerical assistant who work 25 hours per week.

Our main purpose is to provide a warm, supportive atmosphere for women to discuss their unique needs and to help them take responsibility for their present and future life plans. In addition, our staff has personal opportunities to explore new areas of interest and to promote their own self-growth. For staff development workshops, we are using the Human Potential Seminar Format and we meet weekly to discuss any problems. To date we have counselled, individually, thirty women. Our WIT Workshop is in its second week with about twenty participants. A divorced Women's Workshop has been requested by a group who will organize the program according to their own perceived needs. We have opened a lending library that is growing quite rapidly, and we keep in close contact with our college and local libraries regarding women's resource materials. We have talked to several groups to introduce the Center to the community and have run short workshops for Girl Scouts, 4-H'ers and sororities. A Sexism Seminar for our Nursing Students is being considered. Also, a Career Day Workshop is in the planning stages where the emphasis on on-traditional jobs for women will be stressed. Another workshop for women who work on farms is being considered. Services for abused women is an area where a need is evident, but no agency as yet has been able to provide assistance. We hope we can.

We have had some frustrations along the way. Even after our project was funded, we ran into difficulty in the community. Somehow, the idea of a Women's Center appeared quite radical to some. But we are gaining positive recognition and the feedback is very supportive of our efforts at this time. We are presently looking into the possibility of funds for next year.

Copies of our grant proposal, outlines of our "Women in Transition" workshop and Women's Center brochures are available from me upon request.

Jacqueline Sonnenberg
Career Counselor
Hagerstown Junior College
Hagerstown, Maryland 21740

The synopsis presented below is a capsule presentation of Support Systems for Women Returning to the Community College:

A Case Example: Linda Burger
Age: 32 Divorced
3 Children
1 Semester of College

Timeline

Age		
18	Began College	
19	Marriage, Left College, Salesgirl Job	
20	Birth of First Child)	
24	Birth of Second Child)	Marital Problems
28	Birth of Third Child)	
30	Legal Separation)	
31	Divorce)	Full-Time Mother, Homemaker,
32	Return to College For)	Student
	Career Preparation)	Part-Time Job

PRESSURES FACING LINDA

I. Family Pressures
   A. Role Of Homemaker
   B. Role Of Parent
   C. Taking Care Of Aging Parents

II. Financial Pressures
   A. Living Expenses For Herself And Children
   B. Cost Of Child Care
   C. Cost Of Maintaining Two Households
   D. Cost Of Tuition, Books And Other College Expenses

III. Academic Pressures
   A. Time Gap Since Last School Attendance
   B. Competition With Younger Students

IV. Lack Of Self-Confidence
   A. Fear Of Failure
   B. Struggle To Overcome Poor Self-Image (The "Just A Housewife" Syndrome)

V. Social Readjustment To Single Life

SERVICES TO HELP LINDA AT THE COMMUNITY COLLEGE

I. Counseling Services
   A. Personal/Family Counseling And Therapy
   B. Career Counseling And Information
   C. Academic Advisement

II. Financial Aid/Placement
   A. Scholarships/Grants/Loans
   B. Job Listings And Directories
   C. Credentials Service For Career Placement

III. Learning Resource Center
   A. Reading And Study Skill Courses
   B. Developmental English, Math And Reading Courses

IV. Services In The Community
   A. Child Care, Social Services, CETA, OUR

V. Student Activities And Adult Education

Patricia McGee
Career Advisor
Frederick Community College
Frederick, Maryland 21701

Frederick has initiated a support group for returning women. The group has identified major areas of concern:

1. Life And Career Planning
2. Family/School/Career Conflicts
3. Self-Image
4. Career Exploration
5. Financial Aid
6. The Job Search

These areas of concern are focussed upon in the following:

1. Credit Courses In Career Development And Decision Making And The Psychology Of Women
2. Returning Women's Organization - Opportunity To Share Experiences
3. Occupational Testing
4. Job Skills Workshops
5. Financial Aid Program
6. Resources Available For Women In the Career Resources Center (See Attached Bibliography)

RESOURCES

LIFE AND CAREER PLANNING

The Career Emphasis Series. A Self Study Approach to Life/Career Planning. Stephen E. Forrer, Jacqueline F. Cooper, Jane Riemer Epperly, Jane A. Inge, Joan S. Trabandt., Olympus Publishing Company, 2 Olympus Plaza, 1670 East 13th Street, Salt Lake City, Utah 84105. $14.95

How To Decide, A Guide For Women. Nelle Tumlin Scholz, Judith Sosebec Prince, Gordon Porter Miller. College Entrance Examination Board, 1975.

Planning For Career Options. Career Options Series, Catalyst, 14 East 60th Street, New York, New York 10022

FAMILY/SCHOOL/CAREER CONFLICTS

How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough, And There's Nothing You Can Do Anyhow. F. N. Schwartz, M. Schifter and S. Gillotti, Simon & Schuster, 630 Fifth Avenue, New York, New York 10020. $8.95

Dual Career Families Re-Examined. Rhona & Robert Rapoport, 1976. Harper & Row.

How To Study In College. Walter Pauk, 1974. Houghton Mifflin Company, Boston, Massachusetts.

SELF IMAGE

I Can Be Anything. Joyce Slayton Mitchell, 1975. College Board Publication Orders, Box 2815, Princeton, New Jersey 08540. $6.50 (hard-cover); $4.50 (paper back).

Everything A Woman Needs To Know To Get Paid What She's Worth. Caroline Bird. David McKay, 750 Third Avenue, New York, New York. $8.95 (hard-cover), $1.95 (paper back).

Don't Say Yes When You Want To Say No. Herbert Fensterheim, Ph.D., Jean Baer, 1975. Dell Publishing Company, Inc. I Dag Hammarskyold Plaza, New York, New York 10017.

A Woman's Book Of Money. Sylvia Auerbach, 1976. Doubleday and Company, Inc., Garden City, New York. $4.95

CAREER EXPLORATION

What Color Is Your Parachute? Richard Nelson Bolles. Revised 1977. Ten Speed Press, Box 7123, Berkeley, California 94707.

Career Opportunities And Educational Opportunities Series. Catalyst, 14th East 60th Street, New York, New York 10022.

"Non Traditional Careers For Women"
Film strip and tape, 1974. Pathescope Educational Films, Inc. and the Associated Press.

Vocational Biographies-New Career For Women. Series C, Volume 7. Vocational Biographies, Sauk Centre, Minnesota 56378.

Occupational Outlook Handbook In Brief. 1976-1977 Edition. U.S. Department of Labor, Bureau of Labor Statistics, Regional Office, P.O. Box 13309, Philadelphia, Pennsylvania 19101.

Increasing Job Options For Women. National Audio Visual Center, Washington, D.C. 20409.

Women's Work. Periodical. Wider Opportunities for Women, 1649 K Street N.W., Washington, D.C., $15.00 per year (institutions).

FINANCIAL AID

Directory Of Special Programs For Minority Group Members. Garrett Park Press, Garrett Park, Maryland 20766. $8.95.

Assembled Information on BPW & Clairol Loving Care Scholarship Programs.

Directory Of Financial Aids For Women. Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, California 90035. $15.95.

THE JOB SEARCH

"Resume Workshop For Women"
Tape, preparation manual and exercises. Catalyst, 14th East 60th Street, New York, New York 10022.

"The Job Game"
Cassette Tapes Employment Training Corporation, 1975, 300 Central Park West, New York, New York 10024.

Go Hire Yourself An Employer. Richard K. Irish, 1973. Anchor Press, Garden City, New York.

The Woman's Guide To A Successful Career. Margaret V. Higginson & Thomas L. Quick, 1975. Harper & Row.

Getting Yours. Letty Cottin Pogrebin, 1975. Avon Books, The Hearst Corporation, 959 Eighth Avenue, New York, New York 10019.

The Quick Job-Hunting Map. Richard N. Bolles, 1975. Ten Speed Press, P.O. Box 4310, Berkeley, California 94704.

OCCUPATIONAL INTEREST TESTS

Strong-Campbell Interest Inventory

Kuder DD Occupational Interest Survey

The ACT Cuidance Profile

Career Maturity Inventory

California Occupational Preference Survey

MAKE WHOLE THE COLLEGE:
FOSTERING WOMEN'S AWARENESS IN HIGHER EDUCATION

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In 1972, the United States Congress passed legislation prohibiting discrimination based on sex. Title IX, as the law has come to be known, was designed to remedy long-standing inequality. Yet, a review of the current status of women indicates that little has been accomplished in the five years since Title IX.

The National Advisory Council on Women's Educational Programs, established by the Women's Educational Equity Act of 1974, discovered widespread ignorance of Title IX. The Council recommended direct action to insure that individuals, parents, and community groups be made aware of the provisions of the law and of the assistance available to make it a reality.[1] The nation's higher education community can do much to increase Americans awareness of sex bias.

Formulative Evaluation Research Associates recently completed an examination of the impact of three curriculum components on the development of awareness.[2] The findings indicate that career training, women's studies, and a feminized curriculum each makes a distinct and important contribution to women's awareness by developing skills or attitudes which combat sexism. The researchers recommend that emphasis be placed on integrating the three processes into the higher education environment.

The current state of women's studies has been assessed by Margot Peters in a review essay published in The Chronicle Of Higher Education.[3] The author indicated that these programs are currently in an ethnocentric phase. While they do not focus exclusively on women, they do tend to reject masculine ways of thinking, creating, and judging. Importantly, they insist on the male-female dichotomy and seek to elevate the female. Their position is reminiscent of that maintained by Black Studies advocates in the early 1960's.

As is the case of the Black experience, a focus on the feminine weltanschauung can do much to redress the current inbalance toward the male perspective. Progress lies in the ability of educators to remain open to content and resist emotional reaction to rhetoric. The substance of women's studies has the potential to enrich the education experience for all.

The second phase, career development, will provide the personnel required for the changing job scene. As of 1975, 47 percent of all women over sixteen are in the work force. Women hold forty percent of the nation's jobs. Further, women are entering what have been traditionally male-dominated professions in increasing numbers. For example, as of 1975, 17 percent of the women entering higher education selected programs leading to careers in law, medicine, business, and engineering.[4] There is a continuing need for counseling with both males and females to insure that the aforenoted trends are understood, continued, and encouraged.

Current counseling and curriculum patterns in higher education do not reflect the heavy participation of women in the work force, the wide range of occupational alternatives available, or the potential benefit to society from the removal of sex barriers to career choice. As indicated by the National Advisory Council on Women's Education Programs, counselors are needed to recognize and foster the skills possessed by women as they relate to a broad range of occupations. Further, the higher education curriculum must become responsive to women's skills by removing sex barriers to existing and new positions requiring those skills.[5] If counseling and curriculum function together as an enabling agent for women's career development, society will be enriched.

Critical to both the success of women's studies and career development is the process of feminizing the curriculum. In an essay published in The Clearinghouse, Dorothy Zuersher describes the process involved.[6] First, the current stereotype of the feminine personality as presented in curriculum materials must be aligned with reality. At present, women are characterized as dependent, emotional, submissive, illogical, and overly-sensitive. It is time to recognize that this personality stereotype is culturally defined. When it is replaced with a more logical one, women will be acculturated according to a more realistic, socially useful model.

Second, textbooks need to be revised in keeping with the need for more complete female role models. Female historical figures need to be included so that men and women alike will become aware that society, government, and politics have had female leaders, as well as male. Further, in examples and case studies, women must be displayed as leaders and action figures - logical and strong. Such a modification will align reality and the learning environment.

Finally, text language itself must be scrutinized to insure that it is objective. Phrases like "men and science," "early man," and the generic "he" depersonalize women. Also, women are often given identity only through their relationship to men; i.e., Rosalyn Carter, wife of President Carter. Further, using things feminine in a demeaning manner; e.g., old wives' tales, makes it difficult for women to develop and maintain a positive self-concept. Currently, women's organizations and text publishers are working to overcome such institutional sex bias. Individual educators, by demanding objective materials, can be of vital assistance.

The question which emerges from the foregoing analysis of educational change is "How long?" Education, alone, will not effect immediate change. However, as part of a social and intellectual movement, education has a contribution to make. To understand the causes of inequality and the interest inequality serves is to begin the process of change. So, with Edna St. Vincent Millay:

"Make bright the arrows,
Gather the shields;
Conquest narrows
The peaceful fields ...
Make bright the arrows,
O peaceful and wise!
Gather the shields
Against (sexist guise)."[7]

REFERENCES

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2. Talburtt, Margaret A. "Women's Programs Evaluated" in Nexus-To-Date. Vol. II, #5 (September/October, 1977), pp. 2-3.

3. Peters, Margot. "An End Run Around the Patriarchs" in The Chronicle Of Higher Education. Vol. XV, #5 (October 3, 1977), p. 17.

4. U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Women Workers Today (Washington, D.C.: U.S. Government Printing Office, 1976), pp. 1-10.

5. Clarenbach, op. cit. p. 28.

6. Zuersher, Dorothy J. "Bringing Women Into the Curriculum." The Clearinghouse, Vol. 50 (November, 1976), pp. 111-115.

7. Millay, Edna St. Vincent. Make Bright the Arrows: 1940 Notebook. (New York: Harper & Brothers, 1940) p. vi. - with apologies.

EVALUATING PROGRAMS FOR ADULT WOMEN IN COMMUNITY COLLEGES

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Over the past decade, there has been a dramatic increase in the number of adult women attending college. This trend has been especially apparent in the community college, where the number of women of all ages has in some cases, exceeded the number of men. Increasing attention has been focused on the problems of adult women entering college. One response has been the development of programs and courses that are specially designed for these women, and which are meant to help them adjust to college life. Other programs go beyond this limited emphasis, and concern themselves with helping all women regardless of student status who are in transition.

These re-entry programs proliferated during the 1970's. Today most colleges offer at least a course or two designed specifically for adult women. In many respects these programs are unique within academic settings. Their emphasis on personal growth and change is beginning to be replicated in other areas of the college. It is important, therefore, to understand exactly what these programs accomplish and how they function.

The Center for Adult Education, Teachers College has been funded through the Office of Education, under Title I of the Higher Education Act to study these programs and based on our results, develop an evaluation guide for use by program directors. The first year of our study was spent making an in-depth study of 12 programs for adult women on the east and west coasts. We utilized the grounded theory approach to generating theory. By this, it is meant that we were not testing out presupposed hypotheses, but rather that observation and interviews were used to arrive at our conclusions. We sat in on classes, interviewed women, teachers, and other administrative staff, and tried to obtain as complete an overview of how the program functioned as possible. In addition, we conducted one-day field visits to 21 other programs all across the country. On these visits we were concerned primarily with administrative structure and with the nature of institutionalization of the programs.

While the results are still inconclusive, several points important for future evaluation efforts emerged. The first thing that struck us was the wide variety in format, content, and general approach of these programs. We have, however, identified three basic program types.

The first is the community-oriented program. This program is concerned with recruiting women who are not affiliated with the college in any way. The principal objective is to provide help and guidance to all women who are making changes in their lives. Many of these women already have college degrees, but are still unsure about what they want to do with their lives. These programs often offer short 6-8 week workshops. They also provide counseling, testing and other support services.

Another type of program is student-oriented. In this instance, programming is designed for women who are, or will be students in the college. These are called "bridge" programs because they try to bridge the gap between a women's family and social life and her new college life. There are two kinds of bridge programs. The first is academic. This kind offers regular credit courses. Women are admitted to the college through the program, and are often helped through the entire application and registration procedure. In some cases, the women go through a semester together as a cohort group. They take special classes and are given extra support. In other programs the structure is looser, with women choosing from a variety of electives.

The non-academic bridge is the other kind of student-oriented program. These programs are for women already registered in the college. They offer support services, courses and workshops. Some offer courses for credit, others do not.

The third type of program is comprehensive. This includes both community and student orientation. There are relatively few programs in this category, although the number appears to be growing.

Each type of program has the same basic offerings, although they differ in manner of presentation. Possible offerings include counseling, courses, child care, testing, public events, resource library, and self-help groups.

The Center for Adult Education utilizes the perspective discrepancy approach to evaluation that was developed at the Center. Perspectives discrepancy involves identifying the key areas of decision-making. Those directly involved in the program are then questioned about their perceptions of program operations in these key areas. A comparison of responses indicates possible problem areas. The critical areas of decision-making are: goal-setting, recruitment, administration, community liaison, curriculum and instruction, counseling and support services. Three types of questions are asked: current practice (how the program is presently operating); intended practice (how should the program operate, given present constraints); and opinion (what do you think about how the program is operating).

The important groups, for whom questionnaires have been designed, are: director, teachers, counselors, administrative staff, women who are in the program, women who have been through the program (alumnae), college officers, advisory board members, and community agency representatives. The director is asked primarily current practice questions. This is done to establish some authoritative statement of how the program is currently functioning. The other groups, with some exceptions are asked intended practice questions.

The questionnaires are analyzed to determine where discrepancies between groups occur. Differences in perception about how a program is operating can often indicate a possible problem area within the program. If for example, the director indicates that the first priority goal of the program is to help women become community activists, but no one else indicates that this should be a goal, then this could indicate an issue that deserves closer attention. It should be pointed out, that not all discrepancies are bad. It is not the purpose of this guide to produce uniform thinking within the program, It is hoped, however, that this approach to evaluation will allow for meaningful dialogue, without the stigma attached to judgmental evaluation efforts.

FUNDING OPPORTUNITIES
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL - TECHNICAL EDUCATION

Marie Tarbell
Resource Person - Sex Bias
State Division of Vocational - Technical Education

The Division of Vocational-Technical Education is presently working under the direction of a five year state plan (FY '78-'82) to eliminate sex bias from vocational programs. One of the efforts to assist the State Division of Vocational-Technical Education to achieve our goal has been the development of Requests for Proposals (RFP) that address sex bias from local educational agencies and post-secondary institutions. The RFP's have been designed as a preliminary step in meeting the five year goal. A total of $57,500 has been allocated to fund projects that directly address sex bias. In addition, the Division of Vocational-Technical Education has several Requests for Proposals in the area of research, exemplary, dissemination, guidance counseling, and consumer and homemaking that could address the problem of sex bias and sex discrimination. The State Division of Vocational-Technical Education has set aside a total of $120,000 to directly address the elimination of sex bias and sex discrimination. (Each state is required to set aside $50,000.)

I have distributed the Requests for Proposals to program participants. I will be happy to provide additional information if you desire.

The Division of Vocational-Technical Education can provide technical assistance in the development of the proposals. In addition, the Division of Vocational-Technical Education will be pleased to lend its assistance in writing proposals to funding sources other than the Division of Vocational-Technical Education.

For further information, contact me at Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240, 796-8300, Extension 438.

A STATEMENT ON OPTIONS FOR WOMEN

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Northern Virginia Community College
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According to the Conference Program, I am listed as a resource person for Curriculum and Academic Programs. According to the Conference Director, I am supposed to speak on my management style and my perspective of The Role of Women In Instructional Development and The World of A-V Equipment. According to my perceptions thus far, I am not sure that I should be here at all. After listening to the excellent, well-organized, informative Introduction by Nancy Carol Eliason, I realize that my contributions to the development of women's projects, support systems, community organizations, and so forth, have been minimal, if present at all.

During the break, I confessed to one of my colleagues that I felt like an imposter in this group of dedicated women--and men--who are working actively for women's groups, toward specific objectives in this whole bewildering and complex societal transmutation. My colleague reassured me, and advised me to speak indeed to the points that had been outlined in our pre-conference meeting. And that is what I intend to do.

Customarily, a speaker begins with a story, designed to set the audience at ease, to establish rapport, and to produce a laugh, or at least a chuckle. Story telling has never come easily to me. Relating an anecdote, yes; spinning a rationalization, yes; but jokes, no. As a result, I have been taking copious notes at conferences and meetings, looking for a good "ice-breaker" with which to begin an address.

Since I attend a good many meetings during the course of a year, I have had the opportunity of analyzing a great many instances of the Introductory joke. And from my analysis, I am now capable of introducing a standard categorical syllogism. The syllogism is:

> Men tell sexist stories.
> Sexist stories are not flattering to women.
> Therefore, women should not tell sexist stories.

Let me illustrate this point. Not long ago, I heard the following story at a Civil Service Institute. The story drew hearty laughs, and instantly established the speaker as a sophisticate and, by inference, a bon vivant. The story goes like this.

> "I was asked to come to this meeting as a consultant. (pause)
>
> Do you know what a consultant is? (pause) Well, a consultant is a fellow who knows twenty-nine different ways of making love--but he doesn't know any girls."

I was too busy taking notes to join in the general applause for this clever statement. That evening I reviewed my notes and decided to try the story in front of the hotel mirror.

> "Good morning. I was invited to this meeting as a consultant. (pause)
>
> Do you know what a consultant is? (pause) A consultant is a gal who knows twenty-nine ways..."

My voice trailed off and I regarded my mirror image in dismay. There it was again--the slightly ribald story, which when roles are reversed, becomes unpleasant, un-

flattering, and is undeliverable.

So I'm not going to begin by telling a story.

Instead, I'm going to begin with a statement:

All things excellent are difficult as they are rare.

I am an academic administrator. I supervise a number of support services--the Library, Audio-Visual Services, and the Learning Laboratory. There are seven faculty members on my staff and about 25 full and part-time employees. The latter include specialists in technical areas, clerical staff, and instructional assistants. Several of the faculty-rank staff teach on a released time basis.

We are an integral part of the learning environment at the campus. In my administrative decisions, I try always to view the matter from the perception of the educator. In the educational environment, contrary to the profit-making business-oriented organization, people's needs are foremost. The organization must fulfill its mission efficiently and effectively, while at the same time providing enrichment, stimulation, and development opportunities for the individual.

As an academic administrator, I am committed to the cultivation of the intellectual, cultural, and moral traditions that have shaped our past. Never before has it been so important to know the past. The current rate of change demands that we examine our vision of the future--which presupposes a firm comprehension of our past. We must examine our values and relate them to the truly remarkable social changes of this generation. Just as the artist must know traditional perspective, shape, form, space, and light before being able to create an abstract design, reaching beyond the known and the familiar, so must those who are restructuring society know the traditions which have shaped the culture before creating or accepting new social designs.

In the October 11, 1977 issue of the Chronicle Of Higher Education, Edwin Delattre, Director of the National Humanities Faculty, spoke convincingly to this point:

> "Without exposure to the cultural, intellectual, and moral traditions that are our heritage, we are excluded from a common world that crosses generations. On the one hand, such exclusion tends to compel us to recreate everything, a needless and largely impossible task; on the other, it tends to make us arrogant, to suggest that we are indeed the creators of the world and of all good ideas--when in fact we are only a fragment of the history of man, challenged for a moment with responsibility for the present and the future. Left entirely to ourselves, we could make only the slimmest contributions to wisdom."

I have been--as many of you--an iconoclast, a tradition-breaker. But with each passing year, and with more exposure to change, I have come to value more and more the basic strengths of many of our cultural traditions. Tradition permits us to deal with situations without creating ad hoc and a new set of conventions or reactions to an experience.

All things excellent are difficult as they are rare.

Thank you for giving me an opportunity to talk about values, and excellence, and aspirations. We are all reaching for the stars, and there is a vast heaven full of starry bodies--enough for every one of us.

WORKSHOP SUMMARY SAMPLE

Prepared By

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1. Washington County, as with most rural counties, is extremely resistant to change when it surrounds women and their involvement in non-traditional roles. There is a strong reluctance to permit innovation, in accord with the growth of women's needs.

2. At multiple levels, women should be introduced into media activities as quickly as possible. Specific reference is made to TV and radio. The presence of women in these positions will add greatly to the development of non-traditional roles for women.

3. From the figures presented in the opening session, "non-traditional" roles are defined by small percentages of women in particular fields. There is no other meaning for the term.

4. Copywriting as a profession is mostly populated by women, and is extremely low paying. When the same jobs are provided to men, the pay is considerably higher. It was suggested that copywriters be paid on some sort of a percentage of profits, since it is they who prepare the works for publication.

5. An issue of prime concern was support and encouragement by the spouse of the women interested in entering the work-a-day world. Without it, women feel that there is a roadblock from the start.

6. A number of participants reported that the role of "secretary" has been most stiffling, with almost total prohibitation on rising into management within the corporate community. There is no thought by management that female secretaries could "ever" enter the ranks of management.

7. "Seed" skills training should be provided under CETA or similar programs, enabling women to gain entry level skills.

8. There should be positive efforts to "expose" girls at an early age to "non-traditional" jobs, as well as traditional ones as is currently done. This function should be an active part of career education in the lower grades.

9. The use of the male pronoun was objected to in most literature, whether it be brochures for colleges or business reports.

10. Comments were made to the effect that those females who are unqualified, should at all costs be made "qualified" for the positions they seek. Again, this might be done thru CETA or other training programs.

11. One portion of the discussion centered on the preceived value ($alary) of women from traditionally male domains. Is the male worth more, is the female worth less, or are both worth the same?

12. An area of concern was the general presence of "math anxiety" in females, thus reducing their chances for success in non-traditional roles, especially science, business and industry.

13. On the whole, career-trained females are rejected by society. They are not accepted into the various social environs which are open to "normal" women.

14. Generally, a feeling has developed that women should not be aggressive and militant in their pursuits of non-traditional roles, since as each year passes, things get better. However, it was pointed out that things are not getting better.

15. Training for supervisors and supervisory positions should be provided to both males and females. At present, females are elevated to positions of supervision, without the basic training men have had provided to them. When the woman fails, due to lack of this training, she is outcast, and the employer is subsequently unlikely to promote females.

16. Handicapped women have problems even more severe than other women. They are truly sterotyped into very traditional roles.

17. Geographical mobility should be encouraged for women. Most often, women are "stuck" in one community, when searching for new roles. It was mentioned that a new role position for a woman may exist in the next community, but the woman is not encouraged to seek it.

18. In addition to #17 (above), options to choose a career locally should be expanded for women.

19. Women who are in a particular non-traditional field should be used as a resource person to promote that field, and other non-traditional fields. Having a woman who is in the field would add to the credibility of other women entering the field.

20. It is essential to use role models who are beautiful, intelligent, and motivated. At present, ads, TV, etc., does not incorporate all three on a regular basis. Perhaps on occasion, two are combined, but not all three. It should be emphasized that an intelligent woman can also be feminine.

21. Entry into nearly all crafts and unions is blocked to women. Entry into apprenticeships is rarely open to women, hence, the inability to succeed in the working world.

22. Parents, it was noted, fill many roles in the life of children. Of these, counseling and guidance are important, in that girls may be directed into non-traditional roles if so desired by the parents. If there is no encouragement from parents, girls, as well as boys, are willing to accept normal and traditional roles in society.

23. In addition to #22 (above), both parents and teachers should be exposed to roles which could be filled by females, in order that such roles may be shared with girls as they mature and set goals for themselves. Certainly, if a parent or teacher doesn't know of a role, then it is impossible to direct a girl into that role.

24. Employers and the society in general should refrain from criticizing females on what has been identified as a double standard. That is, one level of performance is expected from males, while a different one is expected from women in the same job.

EVALUATION INSTRUMENT AND RESULTS

A WOMAN'S PLACE IS EVERYWHERE!

WORKSHOP EVALUATION

You have just completed a workshop of instruction. The objective of the workshop has been to prepare you for assuming new responsibilities. Since the effectiveness of any course is determined by the results obtained, you should grade each category as follows:

EXCELLENT indicates results were ALWAYS achieved
VERY GOOD indicates results were NEARLY ALWAYS achieved
GOOD indicates results were USUALLY achieved
FAIR indicates results were SOMETIMES achieved
POOR indicates results were RARELY achieved

Then add a short comment about the significant items you noticed about each area of performance that was especially good or bad, circling the subtopic of each category that applied.

1. Summarize, in a sentence or two, your total impression of the workshop.

   _____
   _____
   _____
   _____

2. LECTURE ACTIVITY. Lectures, organization, preparation, used objectives, method of presentation facilities, questioning techniques, making individual think for himself.

   Excellent Very Good Good Fair Poor

   Comments: _____

3. DEPTH OF COVERAGE OF SUBJECT. Level of detail to which each subject is covered. (Excellent=Just Right)

   Excellent Very Good Good Fair Poor

   If not just right, was the subject covered in Too Much Depth? Too Little Depth?

   Comments: _____

4. MATERIALS FOR THE COURSE. Manuals, student guides, organization of materials, necessity of materials to course, accuracy of materials, usefulness after the course.

   Excellent Very Good Good Fair Poor

   Comments: _____

EVALUATION RESULTS

Participants were requested to complete the evaluation instrument late in the afternoon. Therefore, only thirty-two instruments were returned. The responses, summarized below, are uniformly favorable and would appear to be representative of total participant opinion.

1. Three concepts emerged most frequently when the participants were requested to summarize their total impression of the workshop. The first was the informative nature of the workshops - 16 responses. Second was the value of the idea exchange - 10 responses. Third was the comfortable, open atmosphere - 9 responses.

2. Lecture activity was ranked as excellent by 16 respondents, very good by 14 respondents, and good by 2 respondents. Six participants singled out the keynote speaker, Carol Eliason, for special praise.

3. Depth of coverage of subject was ranked as excellent by 10 respondents, very good by 16, and good by 4. Six participants indicated that too much material was included for the time available.

4. The materials of the course were perceived as somewhat limited. Eight respondents ranked them excellent, 8 very good, and 6 good. Another 10 respondents marked this category as not appropriate.

CONFERENCE AGENDA

Keynote Address - Nancy Carol Eliason, Director
Center for Women's Opportunities AACJC

Concurrent Workshops: (repeated for the afternoon session)

A. Project Funding:
- Ms. Tina Klipp, Western Maryland CETA Prime Sponsor
- Ms. Marie Tarbell, Resource Person - Sex Bias
  Maryland State Department of Education,
  Division of Vocational Technical Education
- Chairperson, Ms. Nancy Carol Eliason, AACJC

B. Non-Traditional Roles for Women:
- Ms. Joy Hughes
  Burlington Community College, New Jersey
- Ms. Diane Weaver
  Maryland Correctional Institution
- Ms. Patricia Cushwa
  Maryland Human Relations Committee
- Chairperson, Mr. Fredrick Blackburn
  Hagerstown Junior College, Maryland

C. Support Systems for Women Returning to College:
- Ms. Helen Cohen
  Catonsville Community College, Maryland
- Ms. Phyllis Jacobi
  Western Maryland CETA Prime Sponsor
- Ms. Dixie Miller
  Hood College, Maryland
- Ms. Jackie Sonnenberg
  Hagerstown Junior College, Maryland
- Ms. Pat McGee
  Frederick Community College, Maryland
- Chairperson, Dr. Marie Nowakowski
  Conference Coordinator
  Hagerstown Junior College, Maryland

D. Curriculum and Academic Programs:
- Dr. Amy Rose, Teachers College
  Columbia University, New York
- Dr. Gloria Terwilliger, Alexandria Campus
  Northern Virginia Community College, Virginia
- Chairperson, Dr. Mike Parsons
  Hagerstown Junior College, Maryland

Conference Summary and Future Directions:

- Nancy Carol Eliason and Group Chairpersons

"A WOMAN'S PLACE IS EVERYWHERE"
Conference

Appleby, Sheila
Paul D. Camp Community College

Archer, Karen
Harford Community College

Armitage, Margaret R.
Howard Community College

Brusick, Kathleen
Montgomery College

Bryson, Doris
Anne Arundel Community College

Butkiewicz, Lillian
Harford Community College

Butler, Janice

Collier, Joy B.
Paul D. Camp Community College

Dickson, Elizabeth
Northern Virginia Community College

Eckles, Patricia
Harford Community College

Foye, Barbara E.
Anne Arundel Community College

Garber, Genie
Lord Fairfax Community College

Geare, Dottie
Lord Fairfax Community College

Grooms, Dee
HJC

Hawkins, Barbara
Villa Jullie College

Heiderman, Walter H.
Garrett Community College

Holmes, Brenda
HJC

Houston, Addie
Chesapeake Community College

Hundley, Romine C.
Paul D. Camp Community College

Izer, Jean
Washington County CAC

Jordan, Nancy
Western Virginia Community College

Judy, Roslyn
HJC

Kauffman, Patti
Chesapeake College

Kreykenbohn, Helen
HJC

Krieger, Sandy
HJC

Laime, Barbara
Northern Virginia Community College

Lawrence, Helen (Sister)
Villa Julie College

Long, Peg
Charles County Community College

McDonald, Norma
Harford Community College

McMullen, Harold
Lord Fairfax Community College

Mills, Jr., J. Thomas
Lord Fairfax Community College

Morin, Terri
Washington County Health Department

Owens, Therese
CETA

Parsons, Barbara

"A WOMAN'S PLACE IS EVERYWHERE"

Patterson, Edith
Charles County Community College

Phillips, Jr., William H.
Catonsville Community College

Poplolek, Eugene
Garret Community College

Rathbun, Bronwyn
Lord Fairfax Community College

Rosenquist, Donald E.
Lord Fairfax Community College

Ross, Martha
Howard Community College

Sadehvandi, Vicki
County Commissioners (Washington County)

Sigler, Lynne R.
Essex Community College

Sims, Susan R.
Western Maryland Consortium

Spaid, Robin
Governor's Commission to Promote Employment of Handicapped

Steward, Janeen
Lord Fairfax Community College

Swaim, Beverly
CETA

Turner, Sarah T.
VPI

Vlcek, Ginny
Frederick Community College

Wohlgemuth, Ellen
HJC

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